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ABSTRACT

The curriculum guide is designed to provide students with realistic training in business/clerical/sales theory and practices within the secondary educational framework and to prepare them for entry into an occupation or continuing postsecondary education. Each unit plan consists of a description of the area under consideration, estimated hours of instruction, behavioral objectives, a module outline, a list of useful curriculum materials and resources, laboratory activities, and laboratory materials. The clerical/business/sales occupations curriculum covers the following areas: introduction to business, typing 1 (beginning), speed writing, typing 2 (beginning applications), PBX operation skills, business filing, English for business communications, beginning shorthand, machine transcription, intermediate shorthand, typing 3 (advanced applications), magnetic tape typing, advanced shorthand, typing 4 (executive specialties), business mathematics, record keeping, 10-key calculators, full-key calculators, beginning accounting, accounting machine operation, intermediate accounting, advanced accounting, distributive education skills, and orientation to job entry. The modules are meant to be used in coordination with other elements in the series: graphic communications, health/cosmetology, and computer technology. The document concludes with a suggested facilities layout including physical descriptions and diagrams. (BP)

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Career Education Guide

BUSINESS/CLERICAL/SALES

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DIRECTORATE
UNITED STATES DEPENDENTS SCHOOLS
EUROPEAN AREA
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No. 352-356-2)

1 May 1974

EDUCATION

Career Education - Business/Clerical/Sales

This Career Education guide is an official publication of the Directorate, United States Dependents Schools, European Area. It is designed to serve as a curriculum guide for the business cluster. The principal will establish adequate accountability procedures for all copies issued.

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FOREWORD

Contact with business and the business world is an inescapable part of modern life. All are affected by it; many participate directly in it.

With the introduction of more sophisticated equipment and methods, business is demanding a growing proportion of highly skilled and talented employees. Such technical skills as reprographics and data processing are increasingly important, and the effective employee has at least some familiarity with these areas.

This program identifies and provides training required for entry level positions in the areas of secretarial, stenographic, clerical, bookkeeping and accounting occupations. Students interested in data processing are referred to the Computer Technology Career Cluster. Students interested in office reproduction are referred to the Graphic Communications Career Cluster. Either of these last two specialties can be combined with other work in the business area.

The program is designed to maximize hands-on activities, thereby providing the student with a simulated work experience. It includes a meaningful laboratory for practice and problem solving. Students and teachers from other career clusters should be invited to explore the application of business techniques and tools to their own disciplines. The typing and reproduction of reports and papers for other classes and the use of calculators by mathematics students are kinds of activities which might bring a broader spectrum into touch with the business program. Useful techniques which the business world has developed--speedy note taking, effective communication, personal bookkeeping--could serve as magnets to get students to explore the career world of business. The imaginative teacher can readily modify some of the modules described in this career cluster to suit this purpose as needed.

The Business/Clerical/Sales Career Cluster chart suggests an organization of the learning modules for achieving various occupational objectives. The preparation requirement chart indicates academic levels required for a variety of occupations in the field.

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PURPOSE OF THE GUIDE

This Career Opportunity Guide is prepared to assist in implementing a suggested learning system designed to provide the student with entry-level skills to numerous jobs in the broad field of Business/Clerical/Sales. The system also provides a substantial base for the student who decides to extend his career potential by continuing professional study at a community college, a four-year college, or technical school.

This guide should also suggest to instructors of differing disciplines possible applications of the modules described to satisfy needs of students in their own areas. Cooperation among instructors and administrators and individual imagination are the only limiting factors.

The guide describes each of the elements in the system which will assist instructors and administrators in implementing the career program. It is not a study guide but includes enough information for the prospective instructor to plan his course with his own special requirements and preferences in mind.

In addition to the program outline, there are lists of references, equipment, and materials as well as distributor sources.

DESCRIPTION OF LEARNING SYSTEM

The Business/Clerical/Sales Career Cluster is a two-year program which considers the needs, capabilities, background, and interests of each student enrolled. Instruction must, therefore, be individualized to the greatest extent possible considering the time and resources available. The routine classroom lecture should be reduced in its role as the primary teaching method. It should be used merely to introduce broad areas and should permit the students to discover details in small groups or on their own. Individualized learning depends heavily upon self-instructional materials, audio-visual learning aids, and student tutors.

To operate successfully, the learning environment must be free and open, but well ordered and managed with specific objectives in mind. Given such an environment, each student enters at his or her own level of achievement and moves along at his or her own rate of speed. A contract system may be used to monitor and improve upon the achievement rate. Progress is measured against individual performance rather than against that of the class as a whole. This allows students of all ability ranges to be in the same class. The high achievers can move ahead freely without being hampered by their slower classmates and can explore enrichment quests on their own. On the other hand, low achievers, already discouraged by repeated failures, are not threatened by further failure. They start wherever they are academically and attitudinally and immediately receive positive experiences which encourage them to progress.

Students need not accomplish modules in the same order. The instructor may prescribe or may negotiate with the student a selection of modules to accomplish a particular student's career goal, depending upon the student's interests and achievement level. Evaluation through pretesting may indicate that a student can skip over an entire module or part of a module.

The role of instructor becomes one of learning facilitator. The instructor prescribes the framework and procedures whereby the learner can accomplish the terminal performance objectives which will be consistent with the entry-level requirements for the career goal.

The wide cross section of learning modules suggested in this career cluster is designed to provide as great a selection of job entry-level skills as appears practical considering resource and time restraints. Individual requirements differ from school to school; therefore, the design of this learning system provides for the selection of modules to satisfy particular needs.

SUGGESTIONS FOR ORGANIZATION OF INSTRUCTION

In order to facilitate the student's completion of performance objectives in the learning system and to provide for necessary management, the following list of instructor objectives is recommended:

1. Acquaint students with class procedures.
2. Provide students with assistance in module sequencing with career goals in mind.
3. Establish small groups for study and activity purposes.
4. Encourage peer tutoring.
5. Distribute all module objectives to students and assist in relating these objectives to entry-level skill requirements.
6. Assist students in completing performance objectives by providing demonstrations of skills and concepts for each module of instruction.
7. Develop individual contracts with students defining related learning activities.
8. Provide opportunities where students can observe the activities of individuals in a variety of jobs in the career field and assist students to relate the educational goals of the learning system to the development of entry-level skills.
9. Construct and evaluate pre-tests and post-tests for each module.
10. Construct reading assignment and audio-visual review lists for each module.
11. Provide trays, drawers, or learning stations with the appropriate materials and instructions to complete laboratory activities.
12. Maintain an attractive and stimulating working environment and encourage students to display their projects or materials collected from related fields of study.
13. Invite guest speakers to discuss appropriate topics related to the field of study.
14. Encourage and actively recruit students of different disciplines to work on modules in this career cluster which may have applications for their field.
15. Encourage students working in this career cluster to examine objectives of modules in other areas with a view toward possible application to their goals.

BUSINESS/CLERICAL/SALES CAREER CLUSTER CHARTS

The curriculum of the Business/Clerical/Sales Career Cluster is designed to prepare students for entry into one of a broad selection of occupations or continuing post-secondary education.

The relationship of the courses or modules to preparation for entry into particular jobs has been shown on the wall charts labeled:

- Business/Clerical/Sales Career Cluster

- Preparation Requirements for Business/Clerical/Sales Careers

COURSE MODULES AND LENGTH OF INSTRUCTION

This career cluster as outlined allows for a variety of career programs ranging from less than a semester to two years of training. Since the curriculum calls for individualized learning and students work at different rates of performance, it is difficult to specify exact times for accomplishment. The following list, therefore, shows an approximation of the average student time it takes to accomplish the performance objectives and is useful only as a general reference for planning.

Module	Estimated Learning Time in Hours
Orientation to Business/Clerical/Sales Careers	5
Introduction to Business	90
Personal Awareness	see Health/Cosmetology
Typing I, Beginning	90
Speed Writing	90
Typing II, Beginning Applications	90
Introduction to Fluid Duplication	see Graphic Communications
Duplicator Operation	see Graphic Communications
Mimeograph Operation I and II	see Graphic Communications
Stencil Typing	see Graphic Communications
Stencil Imaging	see Graphic Communications
Master Imaging	see Graphic Communications
Decision Making	see Graphic Communications
PBX Operation Skills	None Specified
Business Filing	40
English for Business Communications	90
Beginning Shorthand	120
Machine Transcription	45
Intermediate Shorthand	90
Typing III, Advanced Applications	90
Magnetic Tape Typing	20
Advanced Shorthand	90
Typing IV, Executive Specialties	40
Business Mathematics	90

Module	Estimated Learning Time in Hours
Record Keeping	90
Ten-Key Calculators	15
Full-Key Calculators	20
Beginning Accounting	90
Accounting Machine Operation	20
Intermediate Accounting	90
Data Preparation (Media and Forms)	see Computer Technology
Computer Familiarization	see Computer Technology
Computer Software	see Computer Technology
Computer Operation	see Computer Technology
Advanced Accounting	90
Preparing Paper Tape	see Computer Technology
Preparing Punched Cards	see Computer Technology
Distributive Education Skills	None Specified
Orientation to Job Entry	None Specified

ORIENTATION TO BUSINESS/CLERICAL/SALES CAREERS

DESCRIPTION

Orientation to Business/Clerical/Sales Careers ... is an overview of the opportunities and programs available to persons interested in business, clerical, and sales careers. The student becomes aware of the requirements necessary to enter specific careers and the programs available to reach the job goal.

LEARNING TIME

Hours: 5

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. List five or more business and/or clerical careers and explain the basic requirements for job entry.
2. Describe briefly the different career areas:
   a. clerical
   b. stenographic
   c. secretarial
   d. bookkeeping
   e. accounting
   f. data processing
   g. distributive education
3. Describe the business/clerical laboratory.

Acceptable achievement will be determined by 80% success in written and objective tests.

MODULE OUTLINE

A. Business Careers

B. Clerical Careers

C. Sales Careers

D. The Interrelationship of Business, Clerical, and Sales Careers

E. Tour of Laboratory
   1. brief explanation of layout
   2. brief explanation of machines

F. Description of Programs (content, time, etc.)
   1. high school
   2. college
   3. on-the-job training
   4. USDESEA

CURRICULUM MATERIALS

Exploratory Business, Dame, Patrick, Grubbs. Gregg/McGraw-Hill, Inc., 1221 Avenue of the Americas, New York, NY 10020

Opportunities in Today's Office - Book 1, A Career in the Modern Office Series, Morrison. Gregg/McGraw-Hill, Inc.

Films: (16mm) Coronet Instructional Materials, 65 East South Water Street, Chicago, Illinois 60601

"The Secretary, A Normal Day," 2nd edition

Doubleday Publishing, 501 Franklin Avenue, Garden City, NY 11530

"Careers in the 70's - Clerical"

Gregg/McGraw-Hill, Inc.

"Take a Letter...From A to Z"

Tapes: Northeastern University, Boston, Mass. 02115

"Career Information Series: Office," tape E-9

LABORATORY ACTIVITIES

Tour of the Laboratory

LABORATORY MATERIALS

None specified

INTRODUCTION TO BUSINESS

DESCRIPTION

Introduction to Business ... provides a foundation of basic terminology and processes of the business world. Fundamental business and economic principles are examined. The student will be attuned to the role of business in society and the economic environment.

LEARNING TIME

Hours: 90

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Explain the following business terms:

economic resources	sales tax
gross national product	excise tax
division of labor	income tax
federal reserve system	surtax
installment buying	estate tax
economic risk	gift tax
partnership	tariff
proprietorship	collective bargaining
cooperative	balance of trade
corporation	balance of payments
compound interest	labor force
consumer price index	labor union

2. Describe in writing the basic differences between capitalistic, socialistic, and communistic economic systems.
3. List and explain various types of channels of distribution:
   a. retailers
   b. wholesalers

4. Describe briefly the differences and similarities between:
   a. money income, real income, and take-home pay
   b. value and price
   c. savings, investment, and commercial banks
   d. savings account and checking account
5. List sources of product and services information.
6. List and describe the various banking services.
7. List and explain the appropriate steps for opening and using a checking account.
8. Fill out a check stub and write a check.
9. Explain the procedure for stopping payment.
10. Reconcile a bank balance.
11. Describe at least five of the special means of making payment:

certified check	postal money orders
bank drafts	telegraph money orders
cashier's checks	express money orders
bank money orders	traveler's checks

12. Demonstrate the proper use of check endorsements.
13. Explain the process for clearing checks.
14. Explain the uses and types of credit.
15. Compute interest on a single payment loan.
16. Demonstrate a basic understanding of the elements of different insurance policies:
   a. automobile
   b. home
   c. life
   d. health
   e. income security
17. Describe the components of an investment plan:
   a. savings
   b. stocks and bonds
   c. investment clubs and mutual funds
   d. real estate
18. Organize and prepare a personal budget.

19. Describe the effects of inflation and deflation on business.

20. Describe various processes of business communication.

21. List and describe various means of transportation.

22. List the major government regulations affecting business.

Acceptable achievement is determined by 80% success in objective tests.

MODULE OUTLINE

A. Business and the Economy

B. The Nature of American Business

C. Business and the Consumer

1. marketing distribution
2. income and spending patterns
3. buying

D. Banks and Banking Services

1. the checking account
2. payment by check or other means

E. Credit

F. Economic Risks and Insurance

G. Saving and Investing Money

1. savings plan
2. savings accounts
3. stocks and bonds
4. clubs and mutual funds
5. real estate

H. Practical Money Management

I. Communication and Transportation

1. telephone and telegraph
2. letter
3. advertising
4. transportation systems
5. postal and other shipping services
6. personal transportation patterns

J. Government, Business, and Labor

1. tax systems
2. regulations and laws
3. labor unions
4. world trade

URRICULUM MATERIALS

General Business (text), 10th edition, DeBrum, Haines, Malsbary, and Crabbe. South-Western Publishing Co., 855 California Avenue, Palo Alto, CA 94304

ABORATORY ACTIVITIES

None specified

ABORATORY MATERIALS

None specified

TYPING I, BEGINNING

DESCRIPTION

Typing I, Beginning ... is composed of keyboard familiarity, technique refinement, and speed/control development. The student will gain fundamental knowledge and skills required in the typing of basic personal/business papers. The student achieves a typing rate of at least 35 words a minute.

LEARNING TIME

Hours: 90

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Type straight copy at a minimum rate of 35 words a minute with no more than two errors in five minutes.
2. Type simple letters from rough draft copy.
3. Type a simple short manuscript in mailable form.
4. Proofread and mark rough draft copy.

Acceptable achievement will be determined by successful completion of typing lessons and a typing rate of 35 words a minute for five minutes from straight copy with no more than two errors.

MODULE OUTLINE

A. Basic Typing Skills
   1. the letter keys
   2. improving stroking precision
   3. figures and basic symbols
   4. reading/typing response patterns
   5. special symbols
   6. evaluating basic typing skills

B. Basic Typing Applications

1. centering/tabulating/composing
2. personal/business communications
3. themes/outlines/report manuscripts
4. inventory and measurement of basic typing skills

CURRICULUM MATERIALS

Century 21 Typewriting - Complete Course, Lessenberry, Crawford, Erickson, Beaumont, Robinson. South-Western Publishing Co., 855 California Avenue, Palo Alto, CA 94304

Basic Typewriting Drills. South-Western Publishing Co.

Clerical Office Typing - Basic Skills, Lessenberry, Crawford, Erickson. South-Western Publishing Co.

LABORATORY ACTIVITIES

Typing lessons 1 to 75 of Century 21 Typewriting - Complete Course

LABORATORY MATERIALS

IBM Selectric Typewriters

typing paper

correction paper - fluid

erasers - eraser brush

SPEED WRITING

DESCRIPTION

Speed Writing ... introduces the student to a form of shorthand which uses letters of the alphabet rather than new signs and symbols. The system is easily learned and provides a useful note-taking method for school and general use as well as a practical skill for secretarial purposes. The classroom texts are available in the Landmark abc system described in this module or in the Speedwriting ABC Shorthand Correspondence Course form.

LEARNING TIME

Hours: 90

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Take unfamiliar dictation at a minimum rate of 80 words a minute for 3 minutes at 95% accuracy.
2. Transcribe Landmark abc shorthand at a rate of at least 15 words a minute for 3 minutes at 95% accuracy.
3. Read and write correctly the brief forms of Landmark abc shorthand.
4. Read and write correctly the standard abbreviations used in Landmark abc shorthand.
5. Automatically respond to commonly used vocabulary.
6. Build business vocabulary.
7. Develop the ability to construct new outlines (symbols).
8. Improve English, spelling, and punctuation in order to transcribe accurately.

Acceptable achievement will be determined by successful accomplishment of a dictation rate of at least 80 words a minute and demonstration of reading capability and a minimum of 80% success on brief form and abbreviation exercises.

MODULE OUTLINE

(Each lesson is composed of the following)

A. Introduction and/or Review of New Principles

B. Thorough Explanation of the Principles

C. Vocabulary Illustrating Applications of the New Principle(s)

D. Practice Exercises in Speedwriting to Illustrate Realistic Applications of the New Principle(s)

E. Transcription Exercises Using the New Principle(s)

F. Mnemonic Aids to Learning

CURRICULUM MATERIALS

Principles of LANDMARK abc Shorthand (text), ITT Educational Services, Inc., 55 West 42nd Street, New York, NY 10036

LANDMARK abc Shorthand Workbook

LANDMARK Dictation and Transcription

LANDMARK Dictionary

Teacher's Manual for Principles of LANDMARK abc Shorthand

Teacher's Manual for LANDMARK Dictation and Transcription

Comprehensive set of theory tapes or cassettes for LANDMARK abc shorthand

(Correspondence course materials are also available from the same source under the trade name Speedwriting ABC Shorthand. These could be used for individualized study if the teacher desired.)

TYPING II, BEGINNING APPLICATIONS

DESCRIPTION

Typing II, Beginning Applications ... emphasizes skill improvement in speed and accuracy and knowledge and skills development in the typing of correspondence, tabulated reports, and manuscripts. The student achieves a typing rate of 55 words a minute.

LEARNING TIME

Hours: 90

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Type at a rate of 55 words a minute with no more than two errors in five minutes.
2. Type statistical information into tables and/or charts.
3. Complete simple business forms using the typewriter.
4. Prepare a final report from the rough draft copy.

Acceptable achievement will be determined by successful accomplishment of typing lessons and a typing rate of 55 words a minute from straight copy for five minutes with no more than two errors.

MODULE OUTLINE

A. Improving Basic Typing Skills
   1. typing techniques
   2. speed and control
   3. skill transfer

B. Personal/Business Applications
   1. personal letters
   2. business letters
   3. tabulation
   4. manuscripts/reports

C. Office Production Skills

1. special office applications
2. letters/reports/tables

CURRICULUM MATERIALS

Century 21 Typewriting - Complete Course, Lessenberry, Crawford, Erickson, Beaumont, Robinson. South-Western Publishing Co., 855 California Avenue, Palo Alto, CA 94304

Typewriting Drills for Speed and Accuracy. Gregg/McGraw-Hill, Inc., 1221 Avenue of the Americas, New York, NY 10020

LABORATORY ACTIVITIES

Typing lessons 76 to 150 of Century 21 Typewriting - Complete Course

LABORATORY MATERIALS

IBM Selectric Typewriters

typing paper

correction paper - fluid

erasers - eraser brush

envelopes

PBX OPERATION SKILLS

DESCRIPTION

PBX Operation Skills ... is a "hands-on" introduction to the use and operation of telephone switchboard equipment. The student works with an actual switchboard in an on-the-job situation.

LEARNING TIME

Module hours will vary (on-the-job training)

OBJECTIVES

Given the appropriate on-the-job training, the student will be able to:

1. Perform all operations on the switchboard.
2. Answer incoming calls in a courteous manner.
3. Use alphabetic, subjective, and reverse telephone directories.
4. Switch a call from one station to another.
5. Describe the responsibilities of a PBX operator.

Acceptable achievement will be determined by successful accomplishment of on-the-job activities.

MODULE OUTLINE

As provided on the job

CURRICULUM MATERIALS

As provided on the job

LABORATORY ACTIVITIES

Under the supervision of a PBX operator, the student will perform operation of a telephone switchboard

LABORATORY MATERIALS

As provided on the job

BUSINESS FILING

DESCRIPTION

Business Filing ... provides the skills and knowledge needed for the storing and retrieval of recorded information. The student is introduced to methods of filing including alphabetical, geographical, numerical, and subject.

LEARNING TIME

Hours: 40

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Identify job opportunities in filing.
2. Explain, organize, and set up the following types of filing systems:
   a. alphabetical
   b. geographical
   c. subject
   d. numerical
3. Demonstrate the capability to select filing equipment.
4. Describe and list specific filing equipment and supplies.
5. Explain the procedures for microfilming and discuss the advantages and disadvantages associated with it.
6. Discuss the reason and importance of filing.
7. Process materials including:
   a. inspection
   b. indexing and coding
   c. sorting
   d. filing
8. Set up a cross-reference system.
9. Set up a charging out system.

10. Demonstrate a retrieval capability.

Acceptable achievement will be determined by 80% success in objective tests and successful accomplishment of laboratory exercises.

MODULE OUTLINE

A. Job Opportunities in Filing

B. The Reason for Filing

C. Filing Procedures
   1. inspection
   2. indexing and coding
   3. sorting
   4. filing

D. Filing Systems
   1. alphabetical
   2. geographical
   3. subject
   4. numerical

E. Filing Equipment and Supplies

F. Special Techniques
   1. cross-reference system
   2. charging out system
   3. "tickler" automatic retrieval process

G. Microfilming

CURRICULUM MATERIALS

Progressive Filing (text), Gregg/McGraw-Hill, Inc., 1221 Avenue of the Americas, New York, NY 10020

Working papers for Progressive Filing. Gregg/McGraw-Hill, Inc.

Film: Coronet Instructional Materials, 65 East South Water Street, Chicago, Illinois 60601

"Filing Procedures in Business"

Filmstrip: Coronet Instructional Materials

"Business Filing"

ABORATORY ACTIVITIES

Filing practice exercises using working papers for Progressive Filing

ABORATORY MATERIALS

The student will require use of file cabinets, folders (Pendaflex), and index cards

ENGLISH FOR BUSINESS COMMUNICATIONS

DESCRIPTION

English for Business Communications ... emphasizes development of language skills in oral as well as written communications. The student demonstrates a fundamental knowledge of words and phrases, punctuation, and message organization. Specific applications to business situations are included.

LEARNING TIME

Hours: 90

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. List and describe varieties of language uses.
2. Identify and classify words according to use in a sentence as one of the following:
   a. noun
   b. pronoun
   c. verb
   d. descriptive adjective
   e. limiting adjective
   f. preposition
   g. article
   h. conjunction
   i. adverb
3. Demonstrate the ability to use correct tense in written and oral expression.
4. Identify and give examples of the following sentence classifications:
   a. the simple sentence
   b. the compound sentence
   c. the complex sentence
   d. the compound-complex sentence

5. Demonstrate the ability to use correctly the following forms of punctuation:

   a. the period
   b. the comma
   c. the question mark
   d. the exclamation point
   e. the colon
   f. the semicolon
   g. the apostrophe
   h. the dash
   i. omission marks
   j. the hyphen
   k. parentheses

6. Demonstrate the ability to use appropriate capitalization and expression of numbers in written messages.

7. Express grammatically clear messages in oral and written forms.

8. Demonstrate the ability to express a clear oral message to a group of at least ten persons. The message should be at least five minutes long.

9. Demonstrate the ability to organize ideas in written sentences and paragraphs.

10. Write letters or other communications for the following:

    a. acknowledgements
    b. remittances
    c. orders
    d. simple or special requests
    e. appreciation, congratulation, and praise
    f. introductions and recommendations
    g. job application
    h. personal data sheet
    i. sales message
    j. problem solving
    k. credits and collection

*Acceptable achievement will be determined by a successful accomplishment of workbook exercises and an 80% success in objective tests and successful presentation of a five-minute oral message.

ODULE OUTLINE

A. The Varieties of Language Use

B. The Basic Sentence

C. Forms and Usage
   1. pattern words
      a. nouns
      b. personal pronouns
      c. verbs
      d. descriptive adjectives
      e. adverbs
   2. function words
      a. determiners
      b. auxiliaries
      c. prepositions
      d. connectors
      e. sentence varieties

D. Punctuation, Capitalization, and Numbers
   1. period
   2. comma
   3. semicolon, colon, question mark, and exclamation point
   4. apostrophe
   5. quotation mark, dash, parentheses, brackets, omission marks, and hyphen
   6. order among punctuation marks
   7. capitalization
   8. expression of numbers

E. Writing Effective Sentences

F. Writing Effective Paragraphs

G. Writing the Complete Message

H. Qualities in Writing

I. Style and Tone of Messages

J. Applications
   1. short messages
   2. data sheets
   3. sales messages
   4. credits and collections

CURRICULUM MATERIALS

Effective English for Business Communications (text and workbook), Aurner and Burtness. South-Western Publishing Co., 855 California Avenue, Palo Alto, CA 94304

English the Easy Way, Schachter. South-Western Publishing Co.

Punctuation: A Programmed Approach, Perkins. South-Western Publishing Co.

LABORATORY ACTIVITIES

None specified

LABORATORY MATERIALS

None specified

BEGINNING SHORTHAND

DESCRIPTION

Beginning Shorthand ... introduces dictation theory and practice. The module includes brief forms, phrases, punctuation, and business vocabulary building. Depending on teacher experience, either Gregg shorthand or Stenograph touch shorthand may be offered as options.

LEARNING TIME

Hours: 120

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Take dictation at a rate of at least 60 words a minute for 3 minutes at 95% accuracy.
2. Describe career opportunities in the shorthand field.
3. Identify all fifty U.S. state abbreviations and principal cities as identified in Gregg Shorthand - Diamond Jubilee Series or Stenograph Keyboard and Theory, Book 1.
4. Transcribe shorthand at a rate of at least 17 words a minute for 3 minutes at 95% accuracy.

Acceptable achievement will be determined by successful accomplishment of a dictation rate of at least 60 words a minute and demonstration of a shorthand reading capability, and 80% success on objective vocabulary and abbreviation tests.

MODULE OUTLINE

A. Theory and Uses of Shorthand

B. Opportunities in Stenography and Secretarial Careers

C. Dictation and Transcription Practice per Gregg Shorthand or Stenograph Touch Shorthand. Each session will generally include:

   1. general principles
   2. punctuation practice
   3. review
   4. vocabulary building

5. writing phonetic patterns

6. reading shorthand notes

CURRICULUM MATERIALS

Gregg Shorthand (text), Diamond Jubilee Series, 2nd edition, John Robert Gregg, Louis A. Leslie, and Charles E. Zoubek. Gregg/McGraw-Hill, Inc., 1221 Avenue of the Americas, New York, NY 10020

Gregg Dictation (text), Diamond Jubilee Series. Gregg/McGraw-Hill

Student's Transcript and Workbook for Gregg Shorthand and Student's Transcript and Workbook for Gregg Dictation. Gregg/McGraw-Hill

Gregg Shorthand Dictionary and 20,000 Words. Gregg/McGraw-Hill

Touch Shorthand Keyboard and Theory, Book 1 (text), Marion E. Nixdorf, Jon R. Dungan, Robert J. Ruegg. Stenographic Machines, Inc., 7300 Niles Center Road, Skokie, Illinois 60076

Teacher's Manual available

Dictionary/Handbook. Stenographic Machines, Inc.

Tapes: Instruction/Dictation tape set (3 channel, 126 tapes) Stenographic Machines, Inc.

Gregg/McGraw-Hill, Inc.

"Gregg Shorthand"

"Gregg Dictation"

Films: Coronet Instructional Materials, 65 East South Water Street, Chicago, Illinois 60601

"A Normal Day," 11 minutes

Gregg Student Dictation Practice Records, Gregg/McGraw-Hill, Inc.

"Shorthand Speed Development"

LABORATORY ACTIVITIES

Dictation and transcribing practice using student's transcripts and workbooks

LABORATORY MATERIALS

phonograph

multichannel tape player

typewriters

Stenograph shorthand machines

steno pad paper

MACHINE TRANSCRIPTION

DESCRIPTION

Machine Transcription ... provides the fundamental knowledge and skills required for the use and operation of transcribing machines in the preparation of typewritten copy. The student will perform transcription from recording machines using a typewriter.

LEARNING TIME

Hours: 45

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Prepare the transcribing unit for use.
2. Transcribe directly from the transcribing unit using a typewriter.
3. Prepare in mailable form using machine transcription:
   a. a one-page letter with carbon copies
   b. a two-page letter and envelope
   c. a short manuscript
   d. a telegram
   e. an interoffice memorandum
   f. an application letter
4. Edit a typed rough draft using appropriate proofreader's marks.
5. Prepare business letters in the following forms:
   a. full block - open punctuation
   b. modified block - mixed punctuation
   c. simplified - open punctuation

Acceptable achievement will be determined by successful accomplishment of laboratory exercises and 80% success on spelling, punctuation, and objective tests.

MODULE OUTLINE

A. Basic Transcription Skills
   1. operation
      a. dictaphone
      b. voice writer
      c. transcription machine
   2. developing the transcription art
      a. listening
      b. looking
      c. typing

B. Transcribing Letters
   1. review of parts and styles of letters
   2. transcription practice

C. Special Notations, Carbon Copies, Two-page Letters, and Envelopes

D. Spelling and Punctuation Reviews

E. Proofreading and Editing
   1. methods
   2. common errors
   3. spoken vs written language
   4. wordy and trite phrases

F. Application of Transcription Skills
   1. action letters/courteous letters
   2. manuscripts
   3. rough drafts
   4. telegrams
   5. repetitive correspondence
   6. intracompany messages
   7. application letters

G. Handling Mail (optional)
   1. incoming
      a. sorting
      b. opening
      c. forwarding

2. outgoing
    a. addressing
    b. zip code
    c. folding letters
    d. postal services
    e. mail classifications

H. Spelling and Punctuation Reviews

CURRICULUM MATERIALS

Transcription Skills for Word Processing - Student's Guide, IBM Executary Dictation Equipment, Office Products Division, International Business Machines (1969)

Teacher Package of 34 prerecorded magnabelts and teacher's guide for Transcription Skills for Word Processing. IBM

LABORATORY ACTIVITIES

1. Transcription exercises
2. Spelling and punctuation practice
3. Typing practice

LABORATORY MATERIALS

IBM Selectric typewriters

IBM Executary dictation machines

INTERMEDIATE SHORTHAND

DESCRIPTION

Intermediate Shorthand ... concentrates on developing dictation speed and accuracy. It also includes transcription on the typewriter directly from notes. The student develops a dictation speed of at least 80 words a minute Gregg or 120 words a minute Stenograph touch shorthand and a typewritten transcription speed from notes of 25 words a minute.

LEARNING TIME

Hours: 90

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Take dictation at a rate of at least 80 words a minute Gregg or 120 words a minute Stenograph for 3 minutes at 95% accuracy.
2. Transcribe directly from notes, using the typewriter, at a rate of 25 words a minute for 3 minutes at 95% accuracy.
3. Compose mailable letters.

Acceptable achievement will be determined by successful attainment of the rates described above and 80% success on objective tests on spelling and vocabulary. A satisfactory level of neatness and acceptable format in the preparation of ten business letters will be expected.

MODULE OUTLINE

A. Transcribing Methods

B. Using the Typewriter to Transcribe Shorthand Notes

C. Business Letters and Other Communications

D. Transcription Practice

E. Each session will additionally include:

   1. review
   2. vocabulary building and spelling
   3. special techniques

4. general methods
5. dictation practice

CURRICULUM MATERIALS

Gregg Transcription (text), Diamond Jubilee Series, 1972. Gregg/McGraw-Hill, Inc., 1221 Avenue of the Americas, New York, NY 10020

Shorthand Transcription Studies, Jubilee Edition, Baisley and Wanous. South-Western Publishing Co., 855 California Avenue, Palo Alto, CA 94304

Student's Transcript and Workbook for Gregg Transcription, Gregg/McGraw-Hill

Gregg Shorthand Dictionary and 20,000 Words. Gregg/McGraw-Hill

Reference Manual for Stenographers and Typists. Gregg/McGraw-Hill

Touch Shorthand Beginning Skill Development and Transcription, Book 2 (text), Marion E. Nixdorf, Jon R. Dungan, Robert J. Ruegg. Stenographic Machines, Inc., 7300 Niles Center Road, Skokie, Illinois 60076

Teacher's Manual available

Tapes: Skill Development/Transcription tape set (3 channel, 70 half-hour lessons). Stenographic Machines, Inc.

Shorthand Speed Development Tape Library. Gregg/McGraw-Hill

Records: Gregg Student Dictation Practice Records. Gregg/McGraw-Hill

LABORATORY ACTIVITIES

1. Dictation and transcription
2. Typewriting mailable business communications directly from shorthand notes
3. Transcription by use of the typewriter directly from shorthand notes

LABORATORY MATERIALS

multichannel tape player

record player

typewriters

Stenograph shorthand machines

steno pad paper

TYPING III, ADVANCED APPLICATIONS

DESCRIPTION

Typing III, Advanced Applications ... develops the student's skill and knowledge in preparing letters, tables, forms, reports, and special applications. The student achieves a typing rate of 65 words a minute.

LEARNING TIME

Hours: 90

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Type 65 words a minute from straight copy with no more than two errors in five minutes.
2. Organize and type statistical information into tables and charts.
3. Type a variety of business forms.
4. Type in mailable form:
   a. business letters
   b. business letters with special features
   c. letters and tables on special size stationary
5. Type manuscripts and reports in finished form.
6. Prepare business papers for reproduction using a mimeo stencil.
7. Make corrections on finished copy.

Acceptable achievement will be determined by successful accomplishment of laboratory activities, a typing rate of 65 words a minute for five minutes with no more than two errors, and an 80% success in spelling and objective vocabulary tests.

MODULE OUTLINE

A. Review of Basic Skills and Applications

B. Letter Production

1. business letters
2. business letters with special features

C. Table/Business Form/Report Production

1. arranging/typing tables
2. selected business forms
3. business reports
4. reproduction typing

D. Special Applications

1. special business communications
2. letters/tables on special size stationary
3. reports/memos/letters with tables

CURRICULUM MATERIALS

Century 21 Typewriting - Complete Course, Lessenberry, Crawford, Erickson, Beaumont, Robinson. South-Western Publishing Co., 855 California Avenue, Palo Alto, CA 94304

Typing Power Drills. Gregg/McGraw-Hill, Inc., 1221 Avenue of the Americas, New York, NY 10020

LABORATORY ACTIVITIES

Typing lessons 151 to 225 of Century 21 Typewriting - Complete Course. South-Western Publishing Co.

LABORATORY MATERIALS

IBM Selectric typewriters

typing paper and envelopes

erasers - eraser brush

correction paper - fluid

MAGNETIC TAPE TYPING

SCRIPTION

Magnetic Tape Typing ... provides the knowledge and skills for operating the magnetic tape typewriter by the intermediate and advanced typist. The student will type a short manuscript using an IBM Magnetic Tape Selectric Typewriter.

ARNING TIME

Hours: 20

JECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Describe and demonstrate the use of the following:
   a. right dial positions
      1) adjust
      2) adjust transfer
      3) play
      4) play transfer
      5) record
   b. left dial positions
      1) auto (automatic)
      2) char (character)
      3) line
      4) word
   c. console lights
      1) on
      2) ready
      3) error
      4) transfer

d. buttons, levers, switches
    1) backspace code button
    2) line return button
    3) line space lever
    4) on-off control
    5) rewind button
    6) search button
    7) skip button
    8) start button
    9) stop button
    10) unload
    11) stop trans code
e. batch recording
f. magnetic tape: one station
g. magnetic tape: two stations
h. reference number window and dials

2. Perform the following operations:
    a. load and unload tape
    b. record and playback
    c. batch recording
    d. play transfers
    e. adjust transfers
    f. transferring a second time
    g. copy revisions
3. Prepare a five-page manuscript with inserted revisions in final mailable form.

Acceptable achievement will be determined by the successful preparation of a five-page manuscript with inserted revisions and 80% success on objective tests.

MODULE OUTLINE

A. Introduction to the Magnetic Tape Typewriter
    1. typewriter
    2. console
    3. capabilities and limitations
    4. one station and two stations

B. Review of the Keyboard

C. Record and Playback

D. Batch Recording

E. Play Transfer

F. Adjust Transfer

G. Transferring a Second Time

H. Copy Revisions

I. Text and Indented Material

J. Projects of More Than One Page

RRICULUM MATERIALS

IBM Magnetic Tape Selectric Typewriter, Operating Instructions, Two Tape Stations, International Business Machines Corporation, Office Products Division

Pamphlet: IBM Magnetic Tape Selectric Typewriter, IBM Corporation

"What Happened?"

BORATORY ACTIVITIES

1. Demonstration of magnetic tape typewriter
2. Operation of magnetic tape typewriter
3. Preparation of five-page manuscript with inserted revisions

BORATORY MATERIALS

IBM Magnetic Tape Selectric typewriter

ADVANCED SHORTHAND

DESCRIPTION

Advanced Shorthand ... concentrates on developing dictation and transcription speed and accuracy of those students desiring secretarial and stenographic careers. The student develops a dictation speed of at least 100 words a minute.

LEARNING TIME

Hours: 90

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Take dictation at a rate of at least 100 words a minute for 3 minutes at 95% accuracy.
2. Take dictation for and transcribe medical and/or technical documents.

Acceptable achievement will be determined by successfully taking dictation at a rate of at least 100 words a minute and demonstrating the ability to take dictation and transcribe medical and/or technical information.

MODULE OUTLINE

A. Secretarial Duties and Decision Making

B. Dictation and Transcription Practice Sessions will generally include:

   1. general methods for improving speed
   2. review
   3. business communications formats

C. Medical and Technical Dictation and Transcription

CURRICULUM MATERIALS

Gregg Speed Building, Diamond Jubilee Series. Gregg/McGraw-Hill, Inc., 1221 Avenue of the Americas, New York, NY 10020

Integrated Secretarial Studies, Balsley and Robinson. South-Western Publishing Co., 855 California Avenue, Palo Alto, CA 94304

Student's Transcript and Workbook for Gregg Speed Building Gregg/McGraw-Hill, Inc.

Gregg Shorthand Dictionary and 20,000 Words. Gregg/McGraw-Hill, Inc.

Enrichment Activities and Business Stationery (workbook) for Integrated Secretarial Studies. South-Western Publishing Co.

Films: Coronet Instructional Materials, 65 East South Water Street, Chicago, Illinois 60601

"Do I Want to be a Secretary?" 11 minutes

Shorthand Speed Development Tape Library: Gregg/McGraw-Hill, Inc.

"Medical Dictation and Transcription"

"Technical Dictation and Transcription

Filmstrip: Gregg/McGraw-Hill, Inc.

"Take a Letter from A to Z"

LABORATORY ACTIVITIES

1. Dictation speed-building practice
2. Business communications transcription practice

LABORATORY MATERIALS

phonograph

multichannel tape player

typewriters

TYPING IV, EXECUTIVE SPECIALTIES

DESCRIPTION

Typing IV, Executive Specialties ... is designed to give the student the appropriate skills required for specialized secretarial positions in such areas as business, law, or medicine. The student acquires a knowledge of special terminology, forms, and procedures associated with the field of specialty. In addition the student achieves a typing rate of 70 words a minute.

LEARNING TIME

Hours: 40

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Identify and spell terms pertaining to the field of specialization: legal, medical, or business.
2. Type at a rate of 70 words a minute with no more than two errors for a period of five minutes.
3. Complete, in typing, forms specific to the field of specialization: legal, medical, or business.

Acceptable achievement will be determined by successful accomplishment of laboratory activities, a typing rate of 70 words a minute for five minutes with no more than two errors, and an 80% success in spelling and objective vocabulary tests.

MODULE OUTLINE

A. Speed-building Techniques

B. IBM Executive Typewriter

C. Terminology (options: legal, medical, business)

D. Special Applications (options: legal, medical, business)

   1. letters
   2. forms

3. reports/manuscripts
4. tables and records

CURRICULUM MATERIALS

Depending on selected field of specialty, one of the following:

Medical Typing Practice (text). Gregg/McGraw-Hill, Inc.
1221 Avenue of the Americas, New York, NY 10020

Legal Typewriting (text). Gregg/McGraw-Hill, Inc.

Executive Typewriting (text). Gregg/McGraw-Hill, Inc.

Practice for Professional Typing. Gregg/McGraw-Hill, Inc.

LABORATORY ACTIVITIES

Typing exercises per Gregg Practice for Professional Typing

LABORATORY MATERIALS

IBM Executive Typewriter

IBM Selectric Typewriter

typing paper

correction paper - fluid

erasers - eraser brush

BUSINESS MATHEMATICS

DESCRIPTION

Business Mathematics ... provides the fundamental mathematics essential for business and office occupations. The student works with fractions, decimals, cash records, markups and markdowns, payroll calculations, aliquot parts, percentages, and simple interest.

LEARNING TIME

Hours: 90

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Perform, with ease, simple addition, subtraction, multiplication, and division problems.
2. Convert fractions to decimals.
3. Compute problems with interest rates.
4. Compute markups, markdowns, and other merchandising problems.
5. Construct simple graphs and charts used in business.
6. List and describe use of weights and measures.
7. Calculate investment returns.
8. Perform simple arithmetic problems mentally.

Acceptable achievement will be determined by 80% success in mathematical problems tests.

MODULE OUTLINE

A. Use of Mathematics in Business

B. Review of Basic Processes

C. Fractions and Percentages
   1. common fractions
   2. decimal fractions and aliquot parts

3. interpretation of the meaning of percentages, methods of computation, and skill in analyzing problems

D. Graphs, Charts, and Tables

E. Computations in Personal Business Problems

1. individual or family budgets
2. verifying bills
3. returns on investments

F. Thrift and Savings

1. installment buying
2. interest
3. savings
4. buying and selling stock

G. Computations in Business Problems

1. extension and verification of prices and merchandise
2. commercial discounts
3. payroll and deductions
4. social security, income, and other taxes
5. insurance
6. depreciation
7. transportation and communication costs
8. mathematics of ownership
9. mathematics common to all businesses
10. mathematics of retail businesses

H. Bank Interest

1. simple interest and bank 60-day 6% method
2. interpretation of compound interest tables

I. Weights and Measures

J. Shortcuts and Estimating

CURRICULUM MATERIALS

Vocational Mathematics for Business (text). South-Western Publishing Co., 855 California Avenue, Palo Alto, CA 94304

Programmed Business Mathematics, Books 1, 2, and 3. Gregg/McGraw-Hill, Inc., 1221 Avenue of the Americas, New York, NY 10020

Basic Business Mathematics, Pintel and Diamond. Prentice-Hall, Inc., Englewood Cliffs, NJ (1972)

LABORATORY ACTIVITIES

Problem solving

LABORATORY MATERIALS

None specified

RECORD KEEPING

DESCRIPTION

Record Keeping ... is the first step into the accounting and bookkeeping area. The module includes identification, classification, and handling of various business papers and data and provides the basic skills and knowledge of record-keeping processes.

LEARNING TIME

Hours: 90

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Identify and classify basic business documents.
2. Describe methods and procedures used in record keeping.
3. Identify and describe the following records:
   a. cashier's
   b. petty cash
   c. bank statements
   d. retail sales
   e. purchase and stock
   f. wholesale sales
   g. payroll
   h. receipts and payments
   i. budget

Acceptable achievement will be determined by successful accomplishment of simulated exercises and a minimum of 80% success in objective tests.

MODULE OUTLINE

A. Introduction to Record Keeping

B. Checks, Deposits, and Bank Statements

C. Cashier's Records

D. Petty Cash Records

E. Retail Sales Clerk's Records

F. Purchase Records

G. Wholesale Sales Records

H. Payroll Records

I. Retail Receipts and Payments Records

J. Stock Records

K. Budgets

CURRICULUM MATERIALS

Clerical Record Keeping, Course I (text and workbook), 3rd edition, Baron and Steinfeld. South-Western Publishing Co., 855 California Avenue, Palo Alto, CA 94304

LABORATORY ACTIVITIES

Actual record keeping for a small retail business using a simulated practice set.

LABORATORY MATERIALS

Clerical Record Keeping Practice Set, 2nd edition, Baggett. South-Western Publishing Co.

Equipment: cash registers

TEN-KEY CALCULATORS

DESCRIPTION

Ten-key Calculators ... introduces the operation of the 10-key adding machine for use in business and office occupations. The student achieves proficiency in the performance of addition, subtraction, multiplication, and division using the touch system.

LEARNING TIME

Hours: 15

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Solve arithmetical problems requiring addition, subtraction, multiplication, and division using the 10-key adding machine.
2. Operate a 10-key machine by touch system.
3. Care for the 10-key machine.

Acceptable achievement will be accomplished by a 90% success in time-limited arithmetical operations tests.

MODULE OUTLINE

A. Introduction to the Keyboard

B. The Touch System

C. Addition and Subtraction

D. Multiplication and Division

E. Care of the Machine

CURRICULUM MATERIALS

10-key EDL Filmstrip Set and Student Manual. Gregg/McGraw-Hill, Inc., 1221 Avenue of the Americas, New York, NY 10020

10-key Monitor Instruction Tapes. National Book Company, Division of Educational Research Associates, 1019 S. W. 10th Avenue, Portland, Oregon

LABORATORY ACTIVITIES

Arithmetical exercises on the 10-key machine

LABORATORY MATERIALS

Burroughs J-1524 10-key adding machine

tape for the J-1524 Burroughs adding machine

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FULL-KEY CALCULATORS

DESCRIPTION

Full-key Calculators ... is designed to prepare the student to operate adding and calculating machines most common in office-related occupations. The student will attain a proficiency in operating full-key, electronic, rotary, and key-driven adding and calculating machines including printing and nonprinting types.

LEARNING TIME

Hours: 20

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Identify the full-key, electronic, rotary, and key-driven adding machines and calculators.
2. Identify the most appropriate machine to use for certain combinations of addition, subtraction, multiplication, and division.
3. Calculate percentages, discounts, decimals, and fractions using calculators.
4. Handle and care for adding and calculating machines.
5. Operate the following:
   a. Monroe 1320 printing calculator
   b. Monroe 820 electronic calculator

Acceptable achievement will be determined by successful accomplishment of laboratory exercises and a minimum of 90% success in time-limited arithmetical problems tests.

MODULE OUTLINE

A. Purpose and Use of Most Common Adding Machines and Calculators

B. Adding Machines, Other Than 10-key
   1. mechanism
   2. care

3. use

4. types: printing, nonprinting, full-key, electric, hand-driven

5. activities

   a. subtraction

   b. multiplication shortcuts

   c. addition of decimals and fractions

   d. calculating discounts

   e. completing business forms

   f. solving business problems

   g. handling business papers

C. Calculating Machines

1. mechanism

2. care

3. use

4. types: rotary (hand-operated, semiautomatic, fully automatic), key-driven (hand-operated, electrically operated)

5. activities

   a. adding of whole numbers

   b. multiplication of whole numbers

   c. subtraction of whole numbers

   d. division of whole numbers

   e. addition and multiplication of decimals

   f. subtraction and division of decimals

   g. percentage

   h. cash discount

   i. trade discounts in series

   j. constants in addition and subtraction

   k. constants in multiplication - double and accumulative in multiplication

   l. constants in division - use of reciprocals

   m. compared addition - use of complements

   n. special shortcut techniques

   o. auditing invoices

p. interest

q. credit balances

CURRICULUM MATERIALS

Office Machines Course (text-workbook), 4th edition, Cornelia, Pasework, and Agnew. South-Western Publishing Co., 855 California Avenue, Palo Alto, CA 94304

Business Machines Job Problems, Virginia Munns. Prentice-Hall, Inc., Englewood Cliffs, NJ

How to Use Adding and Calculating Machines, Walker, Roach, Hanna. Gregg/McGraw-Hill, Inc., 1221 Avenue of the Americas, New York, NY 10020

LABORATORY ACTIVITIES

Sixty problem exercises provided by Office Machines Course, 4th edition

LABORATORY MATERIALS

printing calculator, Monroe 1320

electronic calculator, Monroe 820

rotary, nonprinting calculator

key-driven, Burroughs C-1000

BEGINNING ACCOUNTING

DESCRIPTION

Beginning Accounting ... provides the basic bookkeeping and accounting knowledge and skills needed for bookkeeping and accounting careers. The student builds a foundation of principles and applications related to the accounting cycle in its simplest form. The journalizing and posting of business transactions and accounting payroll systems are also covered.

LEARNING TIME

Hours: 90

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Explain the steps required to set up an accounting system.
2. Write a brief definition of the fundamental accounting equation.
3. Classify assets, liabilities, and owner's equity.
4. Post an opening entry.
5. Analyze and post business transactions.
6. Make journal entries of business transactions.
7. Prove the accuracy of posting.
8. Explain and utilize the six-column work sheet.
9. Prepare a simple income statement.
10. Prepare a simple balance sheet.
11. Close the ledger.
12. Make journal entries, post to ledgers, adjust and close the accounts, and prepare the financial statements for a merchandising business.
13. Maintain a checking account and reconcile bank statements.
14. Explain and utilize the eight-column work sheet with adjustments.

15. Prepare payroll including payroll deductions.

16. Record payroll and payroll deductions.

17. Identify and prepare federal tax reports.

Acceptable achievement will be determined by successful accomplishment of laboratory exercises and a minimum of 80% success on objective tests.

MODULE OUTLINE

A. Accounting Cycle in its Simplest Form
   1. starting an accounting system
   2. recording an opening entry
   3. posting the opening entry
   4. debit and credit of business transactions affecting balance sheet accounts
   5. debit and credit of income and expense transactions
   6. journalize business transactions
   7. posting
   8. proving the accuracy of posting
   9. the six-column work sheet
   10. the income statement and balance sheet
   11. closing the ledger

B. The Accounting Cycle with Combination Journal and Subsidiary Ledgers
   1. journalizing transactions of a merchandising business
   2. posting to the ledgers of a merchandising business
   3. checking account and reconciliation of bank statements
   4. eight-column work sheet with adjustments
   5. financial statements for a merchandising business
   6. adjusting and closing entries for a merchandising business

C. Payroll Systems
   1. payroll records
   2. payroll accounts, taxes, and reports

CURRICULUM MATERIALS

Century 21 Accounting - First Year Course (text), Boynton, Swanson, Carlson, and Forkner. South-Western Publishing Co. (1972) 855 California Avenue, Palo Alto, CA 94304

Working papers and study guides for Century 21 Accounting - First Year Course. South-Western Publishing Co.

Business Simulation Set: South-Western Publishing Co.

"Stereotronics"

LABORATORY ACTIVITIES

Business simulation set and projects #1, #2, and #3 as identified in Century 21 Accounting - First Year Course. South-Western Publishing Co.

LABORATORY MATERIALS

10-key calculator

rotary calculator

ACCOUNTING MACHINE OPERATION

DESCRIPTION

Accounting Machine Operation ... introduces the student to the capabilities and use of the accounting machines. The student acquires skills and knowledge required to perform basic operation of the accounting machines.

LEARNING TIME

Hours: 20

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Explain the purpose of the accounting machine.
2. List and describe the functions and capabilities of the following auxiliary software:
   a. punched paper tape reader
   b. punched card reader
   c. magnetic tape unit and controller
3. Describe the potential use of the accounting machine as an on-line computer terminal.
4. List types of forms used in accounts receivable accounting.
5. Demonstrate acceptable capability in the operation of the accounting machine to:
   a. post entries to ledgers and journals given transaction forms
   b. secure appropriate outputs
      1) totals
      2) simultaneous statement balances
      3) management reports
   c. make corrections and program changes
6. List and describe the capabilities of the accounting machine.

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7. Explain the meaning of each of the indicator lights.

Acceptable achievement will be determined by an 80% success on objective and written tests and successful accomplishment of laboratory activities.

MODULE OUTLINE

A. Introduction to the Accounting Machine
   1. purpose
   2. characteristics
      a. keyboard
         1) review of typewriter keyboard
         2) review of 10-key machine
         3) operation control keys
         4) program
         5) other features
      b. indicator lights
         1) alpha
         2) numerical
         3) error
         4) input
         5) output
         6) on
         7) ready
      c. electronic features
      d. software and conversion capabilities
         1) punched paper tape reader
         2) punched card reader
         3) magnetic tape unit and controller
         4) on-line terminal computer potential
   3. care of the machine

B. Capabilities
   1. speed
   2. printing

3. forms
    a. types: single, continuous, unit set, multiple part
    b. sizes
4. memory

C. Applications
1. ledgers
2. journals
3. unit sets
4. management reports
5. simultaneous outputs

CURRICULUM MATERIALS

Operation Manual for the BL-3000 for cash receipts and debit/credit posting - program L-3111-608-010-1, Burroughs Corporation, P.O. Box 1339, Burlingame, CA 94010

LABORATORY ACTIVITIES

1. Orientation to the L-3000 accounting machine
2. Problems:
    a. accounts receivable accounting
    b. sales journal
    c. payroll accounting (optional)

LABORATORY MATERIALS

Burroughs L-3000 accounting machine

Burroughs business forms:

15" P-PP paper (sales journal)

98 - 1077 ledger cards

statement forms

INTERMEDIATE ACCOUNTING

DESCRIPTION

Intermediate Accounting ... develops the application of basic skills and knowledge of beginning accounting to special journals and accounts. The student is provided with an understanding of a cash register system and special accounting problems related to partnerships and corporations.

LEARNING TIME

Hours: 90

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Describe and use the following special journals: purchases, cash disbursements, sales, cash receipts.
2. Describe and explain the petty cash account.
3. Perform necessary accounting for sales tax, bad debts, depreciation, notes, accrued income, and accrued expense.
4. Describe some basic accounting differences between sole proprietorships, partnerships, and corporations.
5. Set up and operate a cash register accounting system.

Acceptable achievement will be determined by successful accomplishment of laboratory exercises and a minimum of 80% success in objective tests.

MODULE OUTLINE

A. The Accounting Cycle Using Special Journals

   1. special journals: purchases and disbursements, four-column general journal
   2. special journals: sales and cash receipts
   3. a cash register system and petty cash

B. Accounting for Sales Tax, Bad Debts, and Depreciation

1. sales tax and other sales and purchases systems
2. bad debts and valuation of accounts receivable
3. fixed assets and depreciation
4. disposing of fixed assets

C. Accounting for Notes, Accrued Income, and Accrued Expense

1. notes and interest
2. accrued income and accrued expense

D. Partnerships and Corporations

1. partnerships
2. corporations

CURRICULUM MATERIALS

Century 21 Accounting - First Year Course (text), Boynton, Swanson, Carlson, and Forkner. South-Western Publishing Co. (1972) 855 California Avenue, Palo Alto, CA 94304

Working papers and study guides for Century 21 Accounting - First Year Course. South-Western Publishing Co.

Business Simulation Sets: South-Western Publishing Co.

"Camper's Cove"

"Environmental Controls"

LABORATORY ACTIVITIES

Business simulation sets

LABORATORY MATERIALS

10-key calculator

rotary calculator

cash register

ADVANCED ACCOUNTING

DESCRIPTION

Advanced Accounting ... applies basic accounting principles to bookkeeping problems dealing with departments, details of special accounts, adjustments, securities and owner's equity, and cost accounting.

LEARNING TIME

Hours: 90

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Perform general bookkeeping with a proficiency consistent with job entry requirements of a bookkeeper or junior accountant.
2. Apply basic accounting principles to departmental and payroll accounting, partnership and control accounting, corporate stocks and bonds accounting.
3. Demonstrate a fundamental knowledge of cost accounting as related to manufacturing installation sales, COD sales, and consignment sales.
4. Compute and post adjustments to accounts.
5. Explain the procedure of accounting for notes, drafts, trade acceptance, and various taxes.
6. Interpret financial reports in general.

Acceptable achievement will be determined by successful accomplishment of laboratory exercises and 80% success in objective tests.

MODULE OUTLINE

A. Advanced Study of the Bookkeeping Cycle
   1. departmental and payroll accounting
   2. adjustments accounting

B. Partnerships
   1. partnership formation
   2. division of profits and losses

C. Accounting Control Systems

1. the voucher system
2. inventory and budget control

D. Drafts, Notes, Trade Acceptances, and Special Taxes

E. Corporate Accounting

1. formation of corporations
2. transactions of corporate stocks and bonds
3. financial reports

F. Automated Accounting Systems

*G. Cost Accounting

1. service departments
2. manufacturing installment sales
3. COD sales
4. consignment sales

*H. Management Use of Accounting Data

1. analyzing financial statements
2. statement of changes in financial positions
3. management decision making

CURRICULUM MATERIALS

Century 21 Accounting, Advanced Course (text), Boynton, Swanson, Carlson, and Forkner. South-Western Publishing Co. (1974) 855 California Avenue, Palo Alto, CA 94304

Working papers and study guides for Century 21 Accounting, Advanced Course. South-Western Publishing Co.

Business Simulation Sets: South-Western Publishing Co.

"Wade and Nash"

"Central Auto Supplies Corporation"

"Sea-King Manufacturing Company"

Filmstrip: Society for Visual Education, Inc., Singer Education and Training Products, 1345 Diversey Parkway, Chicago, Illinois 60614

"The Bookkeeping Process"

*Optional

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LABORATORY ACTIVITIES

Business simulation sets

LABORATORY MATERIALS

10-key calculator

rotary calculator

DISTRIBUTIVE EDUCATION SKILLS

DESCRIPTION

Distributive Education Skills ... is a student on-the-job practicum. Students will perform marketing, sales, and physical distribution activities in actual job experiences.

LEARNING TIME

Module hours will vary (on-the-job training)

OBJECTIVES

Given the availability of local marketing, sales and/or physical distribution jobs, the student will be able to:

1. Describe the objectives and goals of the job.
2. Demonstrate an ability to work with co-workers and customers.
3. Perform assignments as outlined in the specific job description.
4. Explain basic principles of marketing, sales, or physical distribution.

CURRICULUM MATERIALS

As provided on the job

LABORATORY ACTIVITIES

Under the direct supervision of an employer, the student will perform activities in one of the following areas:

1. sales
2. marketing
3. physical distribution

LABORATORY MATERIALS

As provided on the job

ORIENTATION TO JOB ENTRY

DESCRIPTION

Orientation to Job Entry ... is an individualized program for the student who is finishing a business education program and is ready to enter the job market. Under the guidance of the instructor, the student will analyze himself and his job skills and will develop a strategy for seeking and securing employment.

LEARNING TIME

Module hours will vary with the student's training and the job market requirements. The unit should take place within two weeks before the student begins seriously seeking a job.

OBJECTIVES

Through the process of self-examination and local job market analysis, the student should be able to:

1. Describe realistically his own marketable skills.
2. Recognize his personal characteristics which will affect entry into specific jobs.
3. List the job market possibilities and alternatives open to him.
4. Identify the characteristics employers will expect of him in the job interview and on the job.

CURRICULUM MATERIALS

None

LABORATORY ACTIVITIES

Under the instructor's guidance, the student should:

1. Prepare a portfolio outlining his claim to job skills with evidence supporting his claims
2. Prepare a written assessment of his own personal characteristics and, where possible, participate in peer group discussions of those related to job success
3. Prepare an employment application letter

4. Fill out several typical job application forms
5. Practice interview sessions with peers and others in role playing
6. Prepare a list of potential employers for interview

LABORATORY MATERIALS

Job application forms

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SUGGESTED FACILITIES LAYOUTS

The facilities descriptions and layout sketches following are intended only as guides. Any number of alternative facility plans could work equally well. For some schools, facilities for this program may already exist. In such cases, the following material may offer the instructor and administration some suggestions for making the facility more effective through minor alterations.

For other schools starting up a new program, it may be necessary to remodel existing facilities. In such cases, it should not be expected that the remodeled facilities will offer every advantage that can be achieved with new facilities.

Even if new facilities are to be provided, a school may be unable to support a complete laboratory either because of enrollment, space, staff, or financial limitations. In such cases, decisions must be made regarding minimum program essentials and then facilities designed to fit.

Whether new or remodeled, facilities may serve multiple or joint functions. Thus business and graphics production areas may be combined; art and graphics study areas could be shared; welding can be done in an auto shop; small engine and automotive shops can be combined; computer and business programs may share spaces; the various health and cosmetology programs can share a common suite; the electronics laboratory could be combined with a physical science laboratory.

Such combinations have served elsewhere to strengthen both programs. Students see the direct relationship of what they are doing with careers in another field, and faculty find professional stimulation and mutual support in working with colleagues in what have often been artificially separated disciplines.

BUSINESS LABORATORY

The business laboratory provides facilities for instruction and practice in an environment that closely simulates the conditions and surroundings of the actual office experience.

The total laboratory area of approximately 1,800 square feet (SF) is divided into five functional zones (see suggested business laboratory schematic):

a. Secretarial/Stenographic (880 SF)

b. Bookkeeping/Accounting (650 SF)

c. Teacher station (50 SF)

d. Storage and records (100 SF)

e. Common area (120 SF)

Due to increasing activity in the career areas of data processing and duplicating services, it is suggested that these activities be performed in the computer technology laboratory and the graphic communications laboratory respectively. However, it is suggested that one small duplicating machine be included in the common work area to simulate the reproduction capabilities of a modern large business office.

Secretarial/stenographic zone. This zone provides for instructional and practice areas for typing, shorthand dictation and transcription, and machine transcription. Space is included for twenty-four electric typing stations, each equipped with an audio source or a dictaphone-transcriber system and enough desk space for shorthand notes and other printed matter. Twenty-two typing tables and two secretarial desks in the common area make up this requirement. In addition to serving as typing stations, the secretarial desks can be used for general secretarial practice and common work areas in conjunction with general business or bookkeeping and accounting activities. Three additional typing stations provide for one magnetic tape typewriter, one foreign keyboard typewriter, and one long carriage typewriter. All typing stations require 110 volt electrical outlets. A receptionist desk at the laboratory's front entrance is equipped with an executive typewriter and a telephone. A seating area with chairs, book shelves, and magazine rack is located at the entrance.

A teacher tape-control station is required. A closed loop broadcast system is ideal since it would simplify the wiring otherwise required.

A sink with hot and cold running water is required. The sink should be mounted in a minimum of 6' formica top counter with a closed storage space below.

An optional PBX telephone switchboard is provided.

Bookkeeping/accounting zone. This multipurpose zone consists of a general lecture/work area with peripheral machine stations around the outer walls. The central area provides for additional machine stations or non-machine work and lecture areas. Each of the ten folding work tables (approximately 6' long and 2-1/2' wide) provides working space for at least two students and lecture space for three students. Additional working space is provided by the two secretarial desks, one receptionist desk, and the work table in the common area. The unused tables can be removed and placed in the storage area. The fifteen calculator stations located along the walls should have sufficient space for a calculator and computation materials. The accounting machine is also located along the wall for easy access to electrical outlets. A cash register should be included in this area of the laboratory.

Temporary access to electrical outlets is required in the central area. A floor outlet, with a cover for times when not in use, would be appropriate. All outlets should provide both 110 and 220 volts for added flexibility. All calculators and typewriters should be attached to the furniture for security purposes.

Teacher station zone. The teacher should be provided with a desk in view of the entire laboratory area.

Storage and records zone. This zone serves dual functions. It is the learning area for record-keeping and filing activities; it also provides for the storage area for business supplies and equipment.

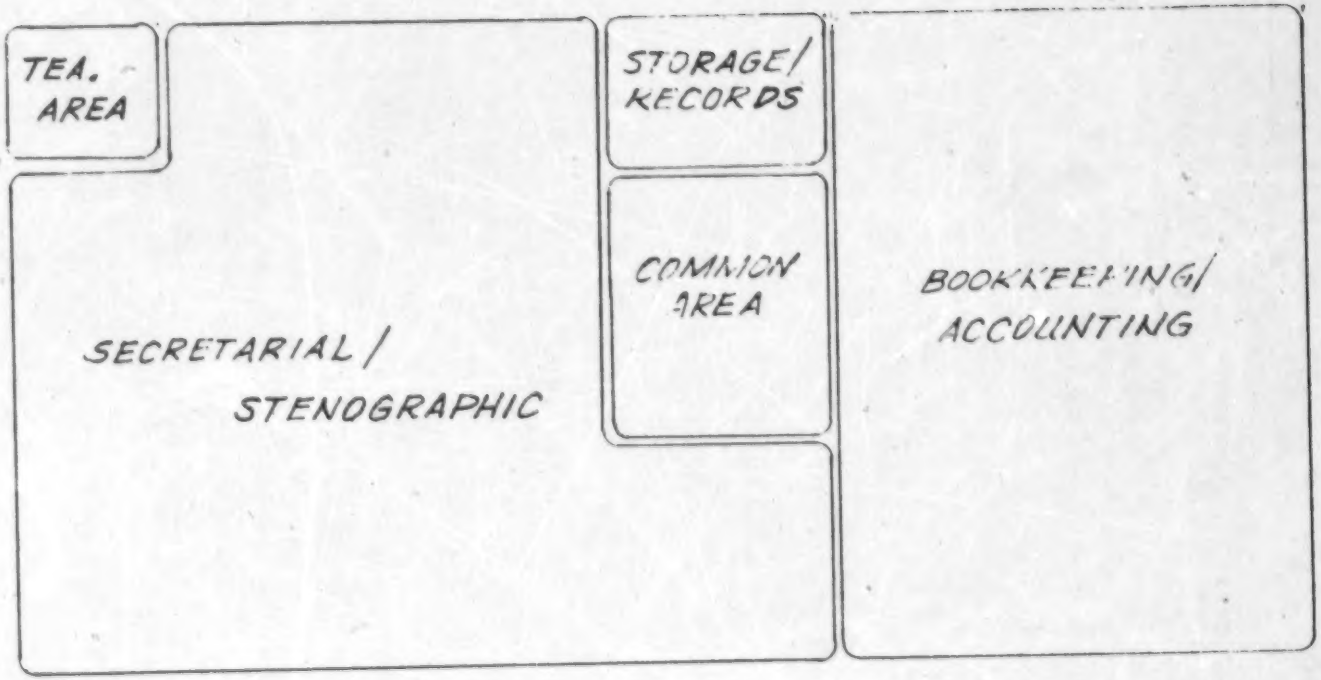
Common area zone. Furniture and equipment in this area are intended for general usage. Two secretarial desks, one receptionist desk, a small duplicating machine, and one common work table are provided.

Reference and study activities. If adjacent classroom space can be made available, a reference room and reading/study area is desirable. Such space should be visible from the laboratory, possibly separated by a window wall, so that control can be maintained. If such space is not available, then typing or calculator work stations can be converted to study carrels as needed and reference materials shelved in the common area.

Duplication activities. The office reproduction activities require some acoustical separation because of machine noise. A suggested layout is to be found in the Graphic Communications Career Cluster Guide.

Pupil/teacher ratios. The layouts described provide for approximately forty-eight student stations or the equivalent of two standard classrooms. Such layouts are not to be construed as recommendations that a PTR of 48:1 be established.

SUGGESTED BUSINESS LABORATORY FUNCTIONAL ZONES



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SUGGESTED BUSINESS LABORATORY

Scale: 1/8" 1'